



DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

ABE ANNUAL PERFORMANCE REPORT FY 2004-2005

Descriptive Narrative

- 1. Describe the successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.**

Idaho experienced many changes in the Adult Basic Education system during the 2004-05 program year, including the replacement of the ABE state coordinator in September 2005. This created some instability at both the state and local program levels. Due to a strong core of program managers, however, and prior training around quality improvement issues, the local programs continued moving forward toward the goals presented in Idaho's Five-Year Plan for Adult Basic Education.

Idaho's leadership and professional development activity and training are guided by six action imperatives:

- Create continuous learning opportunities;
- Promote inquiry and dialogue;
- Encourage collaboration and team learning;
- Establish systems to capture and share learning;
- Empower people toward a collective vision; and
- Connect the organization to its environment.

Continuous Program Improvement informs and drives State Leadership planning and resulting activities. Idaho has participated in the Northwest Quality Initiative since its inception and has incorporated the AIDDE process developed by Abt Associates to guide the use of State Leadership funds and the implementation of the State Plan. Even though the AIDDE process was not supported at the state level this past year, the local programs continued to use their program improvement plans from the prior year to guide their planning and program implementation. In 2003-04, program directors submitted QI plans and received feed-back from both the state and from Judy Alamprese (Abt Associates) regarding their plans. Each program was required to submit monthly reports following their progress and an end-of-year

report-out celebrating their successes. Planning for “next steps” took place at the end of the program year. Through focused leadership at the local level, some of the QI work continued through 2004-05. This process has been revisited in the 2005-2006 program year.

All of Idaho’s State Leadership activities are planned to fulfill the goals of establishing a reliable and sustainable professional development program. As outlined in the Idaho State Plan, the ABE professional development program is tiered around a three-part approach that includes the following:

- A core body of training offered statewide (1A);
- Specific training and projects addressing immediate and long-term needs of teachers and staff across the state (1B); and
- Local programs receiving funds to address specific local staff needs to assist them in achieving local program outcomes (1C).

1A. PROFESSIONAL DEVELOPMENT SERIES (PDS) STATEWIDE

Core Training Offered Statewide

The Professional Development Series (PDS) designed for teachers, paraprofessionals, tutors, volunteers, and administrators was produced to expand and enhance current practices and knowledge. The PDS series originally was based on modules developed by the National Institute for Literacy and the Northwest Regional Literacy Resource Center addressing the needs of Adult Basic Education practitioners. Theory, demonstration, practice, structured feedback, application, and reflection are integral components of each training opportunity. During the 2004 summer months, small groups of core subject practitioners were brought together to review/revise the Professional Development Series (PDS) curriculum. A writing module was added. Emphasis was placed on latest research.

Due to a change in emphasis by the previous ABE state coordinator, the PDS series was not offered in the 2004-2005 program year but will be reinstated in program year 2005-06. Pertinent training currently is available to local programs.

Historically, a total of approximately 150 teachers from partnering agencies across the state participate in these trainings. A statewide PDS Advisory Committee, consisting of 11 ABE/ESL teachers representing each regional program, is established for the purpose of reviewing the outcomes of the training offered at the state level. Both graduate and undergraduate credit is offered for two-day training modules spread over a one-to-two month time period.

The Idaho ABE Leadership plan also includes adding (and replacing, if necessary) training modules to the series that include the most current research developed. For example, two ESL instructors participated in the Northwest

Practitioner Knowledge Institute presented by NCSALL. These teachers will become the lead trainers, sharing learned theory and strategies with ESL teachers across the state in regional training sessions. The state also plans to implement the *Research-Based Principles for Adult Basic Education Reading Instruction* produced through the National Institute for Literacy. In addition, two regional ABE programs participated in the reading study entitled *Making Sense of Decoding* that was conducted through Abt Associates.

Idaho plans to resume work with Judy Alamprese (Abt Associates) regarding the quality improvement planning and training in the AIDDE process.

In the coming year, the state ABE coordinator also will be collaborating with the University of Idaho to create a plan for ABE teachers to receive credit for ABE content training (PDS Modules) that can be applied to a certificate or degree in adult education. This effort will provide teachers with basic ABE core knowledge for the content areas they teach. In the past, a certificate was issued for teachers completing the core PDS training, but currently it is not tied to either certification or a degree program in adult education and has no renewal requirement. These areas will be explored as Idaho moves forward in establishing accountable certification requirements. Idaho will continue to explore opportunities for on-line courses to help provide rural teachers with equal training access.

1B. SPECIFIC STATEWIDE ACTIVITIES

(Specific training to assist with short and long-term training needs)

Data Management and Accountability

In previous years, and prior to the replacing the state technology coordinator in early 2004, data training and NRS training was conducted and linked to the AIDDE process. The analysis of data was the first step in this process. A training session working with individual site data and statewide data was used to review NRS requirements and the explanation of the purpose behind these requirements. Each site training included the teachers, staff, and data personnel. A separate training was offered for the data personnel regarding the tracking system, and training support was available to each site as needed and/or requested. During most of 2004-05, however, even though site data were being collected, there is no record of conducted state data checks, and no further training or assistance was offered. To facilitate the process, local programs referred to their NRS manuals, and every site offered further training in the use of NRS in their own regions.

Idaho researched and purchased a new data management system in October 2005, and initial training was completed on December 7-9, 2005. Follow-up training regarding the NRS and the use of this new system is scheduled for February 2006. Ongoing training and support will be provided by the state

throughout the year. It is also planned to access the OVAE link to NRS training online and include this coursework in the NRS training schedule. A calendar of scheduled training will be posted on our website at www.sde.state.id.us/certification/adultEd.asp.

Distance Learning Training

State Leadership funding also provided distance learning training using *Skills Tutor* as the curriculum. Every teacher using *Skills Tutor* was required to complete an on-line distance learning class. A year-end report was not submitted at the writing of this report, so documentation as to the number of teachers involved in this process currently is pending. Formerly the state participated in the Distance Learning Project through Michigan State University.

EL Civics Training

EL Civics training was offered in September 2004. Intelcom presented training in *Crossroads Café*, *On Common Ground*, and *Madison Heights*. Twenty-five teachers participated in the two-day training session in which each local program was represented.

1C. TRAINING WITHIN LOCAL PROGRAMS

(Local programs receiving funds to assist with local staff needs and program improvement initiatives)

Each program site receives State Leadership funds to cover the costs of meeting specific local program improvement needs through staff development. In 2003-2004, \$5,000 was awarded to each program site for training needs. No quality improvement plans, however, were requested by the state coordinator. In the past, approximately 40 percent of the State Leadership funds were distributed directly to the programs. These funds were linked to the continuous program improvement plans submitted by each grantee. The state has re-instated the former leadership model that ties State Leadership dollars to program quality improvement activity. Work continues so that leadership funding awarded to the local programs is tied to program improvement and specific state initiatives. Nevertheless, through leveraging leadership funds with other local and state funds, programs accomplished the following training in 2004-2005:

- Individuals from all ABE programs participated in COABE, Mountain Plains Adult Education Association, and/or the Idaho Lifelong Learning Association;
- All site programs offered NRS training for staff, data personnel, and teachers. For example, Idaho State University and Eastern Idaho Technical College (EITC), which are neighboring programs, conducted joint database/NRS training for staff and teachers;
- ESL teachers from several programs attended ITESOL;

- Quality Initiative work continued at the local level;
- North Idaho College and Boise State University participated in a two-year Reading Study program through Abt Associates;
- Eastern Idaho Technical College and Boise State University ABE programs participated in the NW Practitioner Knowledge Institute;
- Eastern Idaho Technical College aligned its ESL curriculum to the CASAS and made that a focus of its instructional training;
- Eastern Idaho Technical College and Idaho State University staff were offered instructional training in reading;
- Ten staff members participated in the Offender Workforce Development Conference at Idaho State University entitled *Plugging into Community Resources*;
- All ABE Center staff participated in training that included intake procedures and goal setting.

2. Describe any significant findings from the Eligible Agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

EDUCATIONAL GAIN: Idaho ABE exceeded the projected percentage of students completing their entry level or advancing one or more levels in eight of the twelve functioning levels. ABE High Intermediate and Low Adult Secondary fell below projections. At the time the original five-year plan was developed, the state allowed programs to consider the attainment of a GED as evidence of educational advancement. As a result, projected performance in Intermediate ABE and Advanced ASE were relatively high. Many of the state's students, particularly those who entered with high reading but low math or writing scores, take the GED as soon as they receive remediation in math or writing. It is difficult to capture a post-test for such students. Adjustments have been made for 2005-06 performance projections to more accurately reflect performance based solely on matched pre- and post-testing.

ESL performance followed the same pattern. The state exceeded all projections with the exception of the two advanced levels. Adjusted projections of performance for 2005-2006 will give programs more realistic goals. At the same time, the state will attempt to assist programs in examining existing practices and curriculum for advanced ESL students to determine strategies to improve performance.

EMPLOYMENT: With 72.2 percent of those unemployed students who have the goal of obtaining employment achieving their goal after exiting the program, Idaho exceeded its projection of 40 percent. The state experienced low unemployment during this reporting period. The state ABE office uses data matching for all Core Follow-Up Outcomes. The Department of Labor has entered into a contract agreement with the Adult Education office at the State Department of Education to run the employment data match.

RETAINED OR IMPROVED EMPLOYMENT: Idaho also exceeded its projected performance on this core indicator with 73.05 percent of those with the goal of retaining employment/obtaining a job having retained it in those quarters in which data matching could be done. More precise examination and calculation of this category explains the difference in prior years' performance and that of 04-05. Only those students who exited in the first or second quarter and whose follow-up data could be obtained in the third and/or fourth quarter were used in the calculations. Thus, out of the 1,032 students who entered employed and exited early enough in the year to have data matching done in the third and fourth quarter, only 212 met the criteria. Of those who entered programs unemployed and obtained a job in the quarter after exiting the program, only 122 could be checked for the retention of employment in the third or fourth quarter.

OBTAINED A GED: Almost 800 ABE students obtained the GED in 04-05. The state's performance on GED completion (45 percent) exceeded its projection of 34 percent. Idaho's performance in GED has been strong historically. GEDTS data indicate that the state has one of the highest participation rates in the country and is in the top tier of states with its passing score performance.

PLACED IN POST-SECONDARY EDUCATION: With a projection of 25 percent of those with a goal of entering post-secondary education achieving their goal within the program year, the actual performance of 40.8 percent was an increase over prior years. Data match was performed for the ABE state office by higher education personnel at the State Board of Education. They used a national data base which contributed to the year's performance because, for the first time, the state office could access enrollment at some proprietary institutions, as well as colleges on our borders.

- 3. Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the Eligible Agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.**

A history of cooperation and collaboration has led to a positive working climate for Idaho ABE under the Workforce Investment Act (WIA). In the past, at both the state and local levels, ABE has been an affiliate partner. ABE program directors served on local committees for the Workforce Investment Boards and One-Stop system; two program directors were members of their local WIB's. Although most ABE programs are not co-locating, there are a few examples of co-location when it is needed and/or for the benefit of specific students and clients. At the state level, the ABE coordinator served on both the Executive Staff Committee for the Workforce Development Council and on the One-Stop State Management Team. Idaho, largely

through the efforts of the regional LWIB's, has built a strong record of achievements in the area of workforce development during the five years that the first WIA plan was in operation. Federal participation, however, changed dramatically. Federal funds available for grants under state programs were reduced considerably from \$15.2 million to \$9.6 million in 2005, a cut of over 37 percent.

A determination was made by the state executive branch - the Governor's office and the Department of Commerce and Labor - to restructure the WIA plan for the next two-year period. The new, two-year state plan included the reorganization of the LWIB's into two units, one statewide unit and one regional unit with both units being administered through the state office of Commerce and Labor. The objective of the reorganization is to reduce or eliminate the \$1.3 million in administrative expenses required to staff and operate the LWIB's by consolidating all administration into the state office. The local WIB's would be eliminated, and there was a great deal of discussion and voiced concern. Regions petitioned and submitted written argument. At the conclusion of the petition process, the Workforce Development Council's hearing office determined that none of the regions that petitioned for review met the qualifying criterion for designation as a local workforce investment area under Section 116 (a) (2) of the WIA act.

As noted below, site-based ABE programs are waiting to receive more information from their institutions as to "next steps."

- The Region 1 WIB, in which North Idaho College is included, is in a holding pattern with their One-Stop involvement. They are awaiting direction from the Department of Commerce and Labor;
- Region II (Lewis-Clark State College) no longer has a Workforce Investment Board. The ABE program continues to partner with former WIB members, and the agencies continue to cross-refer. The regional ABE director also participates in monthly interagency meetings and in a group called HERO (Human Employment Research Options), where various businesses are visited and program information is presented;
- Region III (Boise State University) no longer has a Workforce Investment Board but continues partnering with all relevant agencies and WIB members. The BSU/ABE director continues to cross-confer with WIB agencies and attends monthly meetings with many of the Department of Commerce and Labor offices in the Southwest region;
- Region IV (College of Southern Idaho) continues to maintain a One-Stop obligation by having one of its staff members at the One-Stop Center one morning each week to assist participants with job-search activities and recommend additional training through ABE as appropriate. The Local WIB has been dissolved in this region as well. A less formal WIB member partnership now exists in this area.
- In Region V, the local Workforce Investment Board (Southeast *Idaho Works* Board) was dissolved and pulled back to the state level. The Youth Council, a subsidiary group that included ABE representation, was also dissolved. The ABE

program continues to maintain a close relationship with Idaho Commerce and Labor (ICL) through the Job Education and Training project; Idaho Commerce and Labor/Idaho State University economic crisis response team to layoffs and shutdowns; and a funding consortium for ISU outreach centers. The outreach centers function as “one-stops”, with representatives from ABE, CND, and ICL sharing the same facilities.

- In Region VI (Eastern Idaho Technical College), the local Workforce Investment Board, in which the regional ABE director participated as a member, has been dissolved and all activities consolidated under a state board. The WIA representative for this region is located half-time in the Adult Learning Center and half-time at Commerce and Labor. The director provides a valuable liaison between these service units. Job Education and Training (JET) program, funded by Health and Welfare to all the regional ABE programs for job education preparation, provides testing and education services for clients referred by Commerce and Labor, and the JET coordinator regularly attends staff meetings at Commerce and Labor.

At the state level, the ABE coordinator serves on the One-Stop State Management Team. ABE is fully represented in all PR materials, both print and web-based. The One-Stop State Management Team provided a data cross match to local programs and includes calculations based on shared clients.

In addition, many site-based program managers have served on quick response teams (Labor, technical colleges, Commerce, and ABE) during plant closures to assist workers facing lay-offs and displacement. ABE at both the state and local levels collaborates with a large number of institutions and entities to serve the citizens of the state. These include, but are not limited to, school districts, faith and community-based organizations, businesses, libraries, and family literacy programs.

In eastern Idaho, the Partners for Prosperity Project funded by the Northwest Area Foundation included ABE in one of the project's three objectives in alleviating poverty in eastern Idaho. The Idaho State University ABE program manager serves on the Partners for Prosperity Steering Committee. The program manager from Eastern Idaho Technical College also sends representatives to sit on sub-committees regarding adult education issues.

The greatest monetary support of ABE services from other agency partners comes from the Department of Health & Welfare. After funding a project called Equipping Needy Families for the Future, Health & Welfare contracted with the six regional ABE programs to provide another program for (TANF) clients and others meeting the eligibility requirements. This program is referred to as JET (Job Education and Training Program). It consists of intense six to eight or ten weeks of instruction in occupational clusters with the basic skills embedded in introductions to such job areas as retail, office, and health. This project has been funded by Health & Welfare for the past three years.

4. Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

Four of the seven ABE grantees submitted extension proposals to continue offering EL Civics instruction in their programs. Two of the grantees have extremely low numbers of ESL students in their region, and EL Civics services are not warranted. Six hundred thirty-seven students were served in EL Civics classes this past year. EL Civics training was offered by Intelcom in the instruction and use of *Crossroads Café*, *Madison Heights*, and *On Common Ground*.

Multiple classes in EL Civics were offered in four regional sites in order to expand services as well as share opportunity. All four regional sites were visited by state staff and participated in a program review at the end of the year.

The following are examples taken from regional EL Civics end-of-year reports:

- The EL Civics program in one region includes a collaboration involving a local church, the food bank, and the Hispanic self-help cooperative, where child care and food are provided along with instruction;
- Several rural outreach sites have emphasized voting and becoming informed about political issues and candidates running for local offices. Students were transported to local voting booths to vote in local elections and school bond issues;
- Field trips to the State Capitol in Boise are popular among the classes located in the city;
- Visits to the Legislature in January are popular with the Boise classes;
- The Anne Frank Memorial has been visited by several programs. The teachers create corresponding writing assignments and discussion assignments both prior to and following the field trips;
- Local police officers, officers of domestic violence, etc. frequently come to the classes to present information to the EL Civics classes, or class members travel to their offices and departments to talk with them;
- The Traveling Trunk from the State Capitol, which includes many activities and interesting information regarding Idaho history and government, is used by several programs;
- Visits to the local courthouse and other state buildings help EL Civics students become acquainted with local government in their own communities;
- Technology is used successfully in one program to research famous Americans from a variety of cultures who contributed to American history; and
- A program in the eastern part of the state aligned its EL Civics curriculum with CASAS competencies and focused activities around civics competencies.

Many wonderful projects and learning opportunities were provided by each EL Civics program. The use of a contextualized teaching approach, in conjunction with

content centered on civics and civic participation and coupled with good English language acquisition, provided high quality instruction in EL Civics classrooms.